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ABSTRACT

The multimethod approach used to collect a assessment data at the local and state levels for the Louisiana Teacher Assessment Program is described. This program develops information about a new teacher's competence that can be used to suggest instructional improvement activities and to decide on qualifications for certification. The first component of the data collection and management plan for the assessment (the Management Information Systems Teacher Assessment Database) maintains demographic information on all participants, including teachers and assessors. The second component, the scannable assessment instrument, contains assessment ratings from each of the teacher's assessment team members. The third component, a personal computer support system, merges the demographic information with the assessment ratings. The design of the data collection and management plan capitalizes on the efficient use of the technology in place at the local and state levels, giving local education agencies the capacity to enter and maintain electronic data records on new teachers and assessors. Appendixes list the Louisiana components of effective teaching, contain the superlink technical description, the demographic questionnaire, and show four computer screens from the system. (Contains eight references.) (SLD)

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The Development of a Data Collection and Management System for the Louisiana Teacher Assessment Program

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April 1995

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INTRODUCTION

The Louisiana Legislature, during the 1992 regular session, established guidelines for a series of developmental activities designed to replace the suspended state teacher evaluation system. Act 506 states in part, "The Legislature is steadfast in its dedication to the improvement of schools through the improvement of the most critical components in the process of educating children - the teachers and administrators..." (Bankston and Reilly, 1992). The Louisiana Department of Education (LDE) coordinated the developmental activities that included input from teachers, administrators, university faculty, parents and educational consultants. Act I of the Third Extraordinary Session of the 1994 Legislature culminated these activities with the establishment of the Louisiana Teacher Assessment Program. Capitalizing on the available technology at the state and local levels, the LDE's Bureaus of Professional Accountability and Management Information Systems (MIS), and independent contractors with expertise in data processing and management developed a data collection and management system to facilitate the full implementation of the Louisiana Teacher Assessment Program.

Historical Perspective of the Louisiana Teacher Assessment Program

During its 1991 Regular Session, the Louisiana Legislature suspended the statewide teacher evaluation program and passed Revised Statute 17:3895 that requires the establishment of a review team, composed of persons from outside the state and recommended by the Southern Regional Education Board, to study teacher appraisal. Following the Legislative directive and charged by the State Board of Elementary and Secondary Education (SBESE), the Out-of-State Review Team (Iwanicki, Barnes, and Fry, 1991) generally concluded that the teacher appraisal program had not realized its intended

aim of improving classroom instruction and that teachers should have more input into an appraisal system. In January and February 1992, an In-State Review Team of highly respected state educators gathered to draft recommendations for improving the quality of education in Louisiana. The team proposed the formation of a series of advisory panels of educators to study and make recommendations for assessment-related topics such as defining the components of effective teaching, the establishment of individualized continuing professional development programs for all teachers, the design and content of the state assessment instruments, and the establishment of guidelines for assessor training (Baldwin, Cage, and Ricardo, 1992). The In-State Review Team also proposed a Management Plan that included a timeline for revising the teacher appraisal system.

Following recommendations of the Management Plan, the strategies for revision and implementation of the Louisiana Teacher Assessment Program included the work of advisory panels and a Spring 1993 Field Test. Panel I made recommendations about the Louisiana Components of Effective Teaching (LCET) (see Appendix A). Other panels drafted suggestions for the Louisiana assessment instruments and met to make recommendations for the assessor training. In February 1993, LDE conducted a small-scale Field Test of the revised Louisiana Teacher Assessment Program. The Field Test included educators from forty-eight schools and represented nine local school districts. The two main purposes of the Field Test were to gather statistical information related to the assessment process and to ask participating teachers and assessors about the effectiveness of the new assessment system (LDE, 1993). LDE conducted assessor training in the assessment process, and assessment of new teachers participating in the Field Test began. Using data from teacher and assessor

small-group interviews and surveys, LDE staff and contractors modified the system. They made every effort to be sure that all facets of the assessment process worked smoothly prior to the full-scale 1993-94 Pilot Test.

Educators from twenty school districts representing all eight regions of the state volunteered to participate in the two-semester Pilot Test of the Teacher Assessment Program. The goals of the Pilot Test were to ensure that all aspects of the newly refined system were appropriate and to make further recommendations to streamline the program (LDE, 1993-1994). Participants used revised manuals, assessment instruments, and procedures from the Spring Field Test to conduct the 1993-94 Pilot Test of the Assessment Program. LDE staff and contractors compiled, analyzed, and presented the results of the Pilot Test to advisory panels for review during the spring of 1994. The advisory panels suggested modifications to the program, and a standards-setting panel analyzed the results of the Pilot Test and recommended assessment standards to SBESE that new teachers must meet for subsequent levels of certification.

In preparation for full-scale implementation, SBESE approved the proposed certification standards and the modified structure of the Louisiana Teacher Assessment Program. In addition, SBESE approved proposed legislation to establish the Louisiana Teacher Assessment Program. Subsequently the governor signed into law Act I of the Third Extraordinary Session of the 1994 Louisiana Legislature, mandating the assessment of new teachers in Louisiana public schools. As a result of this legislation, statewide implementation of the Louisiana Teacher Assessment Program began with the 1994-95 school year. The first year of implementation involves only those new teachers employed

after August 1, 1994, and who hold "C" certificates (i.e., minimum of a Bachelor's degree from an approved teacher education program, and successful completion of the National Teacher Examination) or hold "C" certificates and are employed under temporary teaching authorizations (i.e., regularly certified with "C" certificates, but teaching out of certified areas) (LDE, 1994-1995). In 1995-96, all full-time teachers employed in Louisiana public schools after August 1, 1994, will enter the Louisiana Teacher Assessment Program, including those from out-of-state, from non-public schools, and those holding other temporary authorizations.

STATEMENT OF PURPOSE

This presentation describes the multimethod approach used to collect a variety of assessment data at the local and state levels. The Louisiana Teacher Assessment Program operates in three phases that explain the data collection and management systems' components. These components collect and process the assessment data from each phase to produce information for program reporting and subsequent level certification recommendations.

PROCESS OF THE LOUISIANA ASSESSMENT SYSTEM

The Louisiana Teacher Assessment Program serves two purposes, 1) to develop information about the new teacher's competence that can be used to suggest instructional improvement activities and 2) to develop information upon which to base sound decisions about the new teacher's qualifications for subsequent certification (LDE, 1994-1995). Three

phases in the assessment process serve these purposes. The first phase involves the preparation activities that must occur before the assessment process begins. The second and third phases entail formative and summative assessment activities.

Local Education Agency (LEA) Contact Persons for Teacher Assessment are essential to the implementation of all phases of the Louisiana Teacher Assessment Program. In preparation for the 1994-95 implementation of the Louisiana Teacher Assessment Program, each of the LEA Superintendents designated a person from the local staff to serve as the communication liaison between the LEA and the LDE in matters related to state assessment. The LEA Contact Persons receive, disseminate, collect, and monitor teacher assessment forms, as well as supervise the data entry of information into the MIS Teacher Assessment Data Base via Superlink (see Appendix B).

In the initial preparation phase, all LEAs determine their anticipated assessment needs. Each LEA develops a plan that includes the process of identification and nomination of persons to serve on support/assessment teams. The new teacher's principal/immediate supervisor, a peer-nominated experienced teacher from the new teacher's school, and an external (out-of-building) assessor compose the three-member assessment team. The external assessor may be a college/university faculty member, a central office administrator, or a retired educator.

LEAs form assessor pools, based upon the projected employment numbers of new teachers. During training, the prospective assessors must meet reliability standards, which include rating training tapes and demonstrating proficiency about the assessment process on a knowledge test. When the new teacher's principal/immediate supervisor chooses the three-

member assessment team, he/she considers the grade level(s) and subject matter taught by the new teacher. The LEA Contact Person assists principals in locating external assessors to serve on the assessment teams and notifies the new teachers who are scheduled to enter the assessment program of the orientation sessions about the assessment process.

The second phase of the assessment program occurs during the first (formative) semester of the new teacher's employment. Each member of the support/assessment team visits with the new teacher to conduct the Preobservation Interview and Classroom Observation. The assessor gathers data and rates the new teacher's performance using criteria from the LCET (see Appendix A). In a Postobservation Conference, the assessor gives feedback and makes recommendations for improvement. After each of the three assessors have met with the new teacher, the assessment team meets to share data, develop team ratings, and target areas for improvement. The team then confers with the new teacher, shares Attribute ratings, and creates a formal professional development plan with the new teacher. The team leader then collects the assessment instruments, checks for accuracy, and returns them to the LEA Contact Person.

The third phase of the assessment process occurs during the second (summative) semester of the new teacher's employment. The team repeats the procedures used during the support semester and shares ratings at a Component level. At the conclusion of the second semester, the LEA Contact Person reports to the LDE the names of those teachers recommended for subsequent certification as well as those new teachers for whom the team recommends a denial of subsequent certification. New teachers who do not successfully complete the state assessment program in their first year of employment begin the two-

semester support/assessment cycle again. Incorporating professional development information from the Louisiana Teacher Assessment Program, the LEAs develop professional growth plans with the new teachers who successfully complete the state assessment program.

COMPONENTS OF THE DATA COLLECTION AND MANAGEMENT PLAN

The Data Collection and Management Plan consists of three components. The first component, the MIS Teacher Assessment Database, maintains the demographic information of all participants, including teachers and assessors, as well as their assessment team assignments. The second component, the scannable assessment instrument, contains assessment ratings from each of the teacher's assessment team members. The third component, a PC Support System, merges the demographic information with the assessment ratings. To maintain the integrity of the system, the staff and contractors devised edit checks and mechanisms for validating data against existing database sources.

Component 1: MIS Teacher Assessment Database

The MIS Teacher Assessment Database, housed on the IBM ES 9121 Model 210, creates an automated method of collecting data to aid the LDE in monitoring the Louisiana Teacher Assessment Program. During phase one, the LEAs and LDE collects demographic data on the new teachers and assessors, assessment team assignments, and assessors' dates of attaining assessor reliablilty in the assessment process. LEA personnel enter demographic data for principals/immediate supervisors, and experienced teachers, as well as assessment

team assignments for each new teacher. LDE personnel also enter demographic data for external assessors and dates that the assessors achieved reliability in the assessment process.

Assessor Data File

The Demographic Data for Assessors Form (see Appendix C) collects the assessor demographic information. The trainers distribute blank forms and collect the completed forms during the first day of the assessor training session. Then the trainers send the external assessor demographic forms to the LDE and the principal and experienced teachers demographic forms to the LEA Contact Persons. The respective staff members enter the information on the assessor demographic forms in the MIS Teacher Assessment Database. The assessor trainers complete Reliability Forms for each assessor training session. Using these forms, LDE personnel indicate in the MIS Teacher Assessment Database the dates that assessors attained reliablilty in the assessment process.

New Teacher Data File

The Demographic Data for New Teachers Form (see Appendix C) collects new teacher demographic information. As part of the employment process the new teachers complete the demographic form at the personnel offices of the LEAs. The LEA Contact Person collects the demographic forms and supervises the data entry. Once identified, LDE staff tracks new teachers in the Louisiana Teacher Assessment Program until they complete the assessment process.

Data Entry of the Assessment Team Assignments

The principal completes the Assessment Team Assignment Form (see Appendix C) and forwards it to the LEA Contact Person, who supervises the data entry of the team

assignments into the MIS Teacher Assessment Database. Using the Teacher Update Screen (see Appendix D), the local data entry person enters the social security numbers of the assessors and then updates the record to include assessment team members for each new teacher. All of the social security numbers of the assessment team members must be entered at the same time.

The MIS Project Team developed the Louisiana Teacher Assessment Program User Guide to assist LDE and the LEAs in training the data entry persons to access and use the MIS Teacher Assessment Database. LDE presented a series of workshops around the state to familiarize the LEA Contact Persons and the data entry persons with the MIS Teacher Assessment Database located on the LDE's mainframe computer. All workshops focused on data entry and report generation.

Data Editing

The mainframe performs various edits at the time of data entry. The edits check the data for completeness and validity as appropriate. Codes reduce the data entry effort. Listed below are examples of data edits.

- Fields such as school and LEA codes, work area, status, years teaching experience, ethnicity, gender, and home address must be entered
- Region and LEA numbers are automatically supplied at the LEA level for system security
- Name, educational level, and certificate number of the teacher/assessor are obtained from the Teacher Certification Database using social security number

- Name and educational level must be entered if the teacher has not yet been entered into the Teacher Certification Database
- Date of teacher's employment must be entered (employment date must be on or after August 1, 1994)
- Assignments to the assessment team must be entered sequentially for the team to be considered complete
- Dates of assessor training when reliability is achieved must be valid for each team member
- Work areas of assessors must be valid for proper team assignments

Report Generation

Reports about the Louisiana Teacher Assessment Program activity may be requested and generated through the mainframe system. LEAs download these reports through Superlink. The reports/labels generated include demographics, participant lists, assessment team lists, assessor assignment lists, mailing labels, and summary reports on participants. The staff uses these reports to monitor the assessment process, track the new teachers' progress, and maintain the integrity of the system (see Appendix D).

Data Storage

The mainframe stores all data collected through the Louisiana Teacher Assessment Program. The mainframe uses DB2 for the database management system and COBOL II release 3.2 as the programming language. The online programs use Customer Information Control System (CICS/MVS). Superlink, "Superintendent's Link," a computerized system consisting of hardware and software, electronically networks all 66 LEAs with the LDE. The

Superlink Network serves two purposes: online, interactive connectivity to the LDE mainframe computer system; and electronic data file transfer to/from the mainframe computer (see Appendix B).

Data Download

The mainframe downloads data to the PC in the administrative office on a daily basis. An extract occurs for each download to capture the most current mainframe data. The data are separated into three files: 1) teacher file, 2) assessor file, and 3) sponsor site file. The PC uses NOVELL PC3270 terminal emulation software to facilitate the data download.

Rollovers

Rollovers allow the LDE to track the new teachers' progress in the Louisiana Teacher Assessment Program. The mainframe keeps teacher data by semester and historical records at the end of each semester. It creates records for the new semester through an automated rollover process and updates data such as school year, assessment number, and semester code in the rollover process. The mainframe accesses the Teacher Certification Database at the time of the rollover to obtain valid names, teaching certificate numbers, and educational levels for newly certified teachers. The LEA updates the current semester data as needed.

Security

The mainframe system uses multilevel security. The MIS security administrator issues user identification numbers, which determine the level of access for the Louisiana Teacher Assessment Program data, to all personnel requiring access to the mainframe Louisiana Teacher Assessment Program system. Persons issued LEA user identification numbers may view/update data and request/receive reports for all participating teachers and

assessors employed in the LEA. Persons issued regional user identification numbers may request/receive reports for all participating teachers and assessors employed in the region. Persons issued LDE user identification numbers may view/update data and obtain reports for all participating teachers and assessors at the LEA, regional, or statewide levels.

Teacher Relocation/Separation of Service

When a teacher leaves the school system or relocates to another school system, the LEAs enter a termination code on the teacher update screen (see Appendix D). The code indicates the reason for leaving the program. Once an LEA enters a termination code for the teacher, another LEA may access the record, allowing the teacher to continue the assessment program. This process permits tracking of the teacher's assessment records from one LEA to another.

Component 2: Assessment Instruments

Phases two and three of the Louisiana Teacher Assessment Program involve formative and summative activities. Incorporating ideas from educational panels, consultants and LDE staff designed the assessment instruments to collect information on the new teacher's performance during the formative and summative semesters. Assessment instruments include the Preobservation Interview Record, the Observation Record, the Postobservation Conference Record, the Team Summary Report (TSR), and the Professional Development Plan. Assessors use the Preobservation Interview Record to document and rate the new teachers' responses to a set of standardized questions about the areas of planning and student assessment. In using the Teacher Observation Record, assessors record information about classroom instruction, management, and student assessment. Assessors use the

Postobservation Conference Record to list the strengths and areas for improvement. Assessment team members list and combine individual assessment ratings to form team ratings on the TSR in both the Support and Assessment Semesters. The Support Semester TSR collects only Attribute (of the LCET) ratings while the Assessment Semester TSR collects ratings at the Component level (of the LCET). The Professional Development Plan Form reflects the outcomes from the assessment process and identifies areas for professional development.

The Preobservation Interview Record, the Observation Record, and the TSR consist of scannable and unscannable parts. The first part is a one-page scannable rating form, while the second part is a multipage form on which the assessors record ratings and rationales.

Dissemination and Collection

Approximately one month after the beginning of the school year, LDE sends the instrument-scanning contractor a new teacher count by LEA. The count includes the number of regular teachers and the number of special education teachers in each LEA. The instrument-scanning contractor uses this information to deliver the assessment instrument packets for new teachers to the LEA Contact Person. The LEA Contact Person uses the Teacher List (see Appendix D) to distribute the assessment instrument packets to the appropriate principals.

The LDE also sends the instrument-scanning contractor the new teacher data file from the MIS Teacher Assessment Database. The instrument-scanning contractor uses the data to print a roster of the new teachers in each LEA with a check list for the scannable instruments that will be returned. Upon completion of the assessment process the principal

returns scannable instruments to the LEA Contact Person who completes the check list to verify that all assessment instruments have been returned. The LEA Contact Person packages the scannable instruments for pickup by the instrument-scanning contractor.

Assessment Data

The scanning process generates an ASCII data file of the assessment results and error reports. One error report indicates missing and/or double coded data. Other error reports indicate data on the assessment instruments that are inconsistent with the data on the teacher data file located on the MIS Teacher Assessment Database. The importing process of the ASCII data file into the appropriate Microsoft Access data table allows LDE staff to correct missing and/or double coded errors. LDE staff corrects the inconsistent errors after completion of the importing process.

Component 3: The PC Support System

A desktop computer stores the application software and database for the PC Support System. The PC Support System uses a Model 9556-DEB, IBM PS/2 computer and Microsoft Access version 2.0 database software. The desktop has 8MB RAM, a 486SLC3 75/25MHz processor, and a 230MG hard drive. The monitor for the desktop is a 14-inch CRT with .28-mm dot pitch. The PC is connected to a token ring network and to a Novell Netware version 3.12 file server.

The PC Support System imports sponsor site, demographic, and team assignment data, downloaded from the MIS Teacher Assessment Database located on the mainframe, and the assessment data obtained from the scanned instruments. The PC Support System imports the teacher, assessor, and sponsor site data files daily, while the assessment

instrument data are imported at the end of each assessment semester. This system allows the LDE to input missing data and correct assessment data from the scanned instruments that are inconsistent with the mainframe data.

The PC Support System generates various reports from the assessor demographic data, the new teacher demographic data, the assessment team members, and the assessment data. The sponsor site data file allows the system to generate reports by region, LEA, and school. The PC Support System gives the user a wide variety of variables to select for report generation. For example, one may request from the Report/Label option on the main menu variables that would generate a report on the foreign language teachers in a local school district who are teaching on temporary certificates with masters degrees and are in their support semester. At the conclusion of the assessment process, the system generates reports indicating whether the new teachers meet the assessment standards for subsequent levels of certification. LDE staff uses reports generated by the PC Support System to track the formative and summative assessment activities that make up the second and third phases of the assessment process.

CONCLUSION

The design of the data collection and management plan for the Louisiana Teacher Assessment capitalizes on the efficient use of the technology in place at the local and state levels. It gives the LEAs the capability to enter and maintain electronic data records on the new teachers and assessors employed in their districts. The multimethod approach incorporates a tracking system that allows the LDE to monitor the entire teacher assessment

system. Reporting capabilities at the local, regional, and state levels provide current and historical information on the participants and the on-going assessment process. Using a multimethod approach, the plan incorporates a variety of data collection points with subsequent merging on a PC Support System that allows flexibility and speed in data inputs and outputs. The data collection and management plan accommodates expansions and modifications of the information needs of the Louisiana Teacher Assessment Program as implementation continues.

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APPENDIX A

Louisiana Components of Effective Teaching

Domains, Components, and Attributes

DOMAIN I: PLANNING

Component A: The teacher plans effectively for instruction.

1A1. Specifies learner outcomes in clear, concise, objectives
1A2. Includes activity/activities that develop objectives
1A3. Identifies and plans for individual differences
1A4. Identifies materials, other than standard classroom materials, as needed for lesson

DOMAIN II: MANAGEMENT

Component A: The teacher maintains an environment conducive to learning.

IIA1. Organizes available space, materials, and/or equipment to facilitate learning
IIA2. Promotes a positive learning climate

Component B: The teacher maximizes the amount of time available for instruction.

IIB1. Manages routines and transitions in a timely manner
IIB2. Manages and/or adjusts time for activities

Component C: The teacher manages learner behavior to provide productive learning opportunities.

IIC1. Establishes expectations for learner behavior
IIC2. Uses monitoring techniques to facilitate learning

Domains, Components, and Attributes

DOMAIN III: INSTRUCTION

Component A: The teacher delivers instruction effectively.

IIIA1. Uses technique(s) which develop(s) lesson objective(s)
IIIA2. Sequences lesson to promote learning
IIIA3. Uses available teaching material(s) to achieve lesson objective(s)
IIIA4. Adjusts lesson when appropriate

Component B: The teacher presents appropriate content.

IIIB1. Presents content at a developmentally appropriate level
IIIB2. Presents accurate subject matter
IIIB3. Relates relevant examples, unexpected situations, or current events to the content

Component C: The teacher provides opportunities for student involvement in the learning process.

IIIC1. Accommodates individual differences
IIIC2. Demonstrates ability to communicate effectively with students
IIIC3. Stimulates and encourages higher order thinking at the appropriate developmental levels
IIIC4. Encourages student participation

Component D: The teacher assesses student progress.

IIID1. Uses assessment technique(s) effectively
IIID2. Monitors ongoing performance of students
IIID3. Provides timely feedback to students regarding their progress

APPENDIX B

SUPERLINK TECHNICAL DESCRIPTION

A. HARDWARE

Superlink configuration consists of:

IBM Personal System/2 Model 70-E61 system unit
12" color monitor
Enhanced 101 character keyboard
IBM 4208 XL24E Proprinter
Racal Datacom RM/6424 digital data service unit
19,200 (or 57,344) baud digital multi-dropped SNA/SDLC leased communication line. The largest districts may have a point-to-point 19,200 or 57,344 baud synchronet digital SNA/SDLC leased communication line instead.

SYSTEM UNIT

The system unit consists of:

Intel 80386-DX 16 megahertz microprocessor
Expansion slot for Intel 80387 Math Co-Processor
Micro-Channel 16 bit data/address bus
1 megabyte of Random Access Memory (RAM)
60 megabyte internal hard disk drive
1.44 megabyte 3.5 inch internal floppy diskette drive
Battery backup clock and reference configuration file
Serial and Parallel ports
VGA Video port
Keyboard and Mouse ports
Multi-Protocol Adapter card for mainframe SNA/SDLC communications
Slots for 2 additional micro-channel adapter cards

B. SOFTWARE

Superlink configuration contains the following pre-installed software:

IBM PC DOS version 4.01. (This is the "Operating System" of the PC).
IBM Personal Communications 3270 version 1.00.

APPENDIX C

LOUISIANA TEACHER ASSESSMENT PROGRAM
DEMOGRAPHIC DATA FOR ASSESSORS (Rev. 8/17/94)

Please print the following personal and professional information by responding completely to each item.

NAME OF LOCAL SCHOOL DISTRICT _____

NAME OF LOCAL SCHOOL/UNIVERSITY _____

SOCIAL SECURITY # _____ **TEACHING CERTIFICATE #** _____

NAME _____
Last First Middle

Please supply the following information by filling in the appropriate response as shown ■

Educational Level: 08 ☐ BA/BS 09 ☐ MA/MS 10 ☐ MA/MS + 30
11 ☐ Ed S 12 ☐ Ph D /Ed D.

YEARS EXPERIENCE IN EDUCATION ☐☐

Gender: F ☐ Female M ☐ Male

Current work area: (indicates the area in which you spend the most time teaching/working) You may fill in only one box.

ASSESSOR TRAINER ☐YES ☐NO

- ☐ Principal
- ☐ Administrative Assistant
- ☐ Assistant Principal
- ☐ Counselor
- ☐ Librarian
- ☐ Speech Therapist

Special Education Teacher
- 20 ☐ Mild/Moderate
- 21 ☐ Severe/Profound
- 22 ☐ Non-Cat Preschool
- 23 ☐ Academically Gifted
- 24 ☐ Sensory Impaired
- ☐ Assessment Teacher
- ☐ Resource Teacher

- 80 ☐ Lower Elementary Teacher (Including Pre-K and K)
- 81 ☐ Upper Elementary Teacher
- 85 ☐ Middle/Junior High Language Arts Teacher
- 86 ☐ Middle/Junior High Math or Science Teacher
- 87 ☐ Middle/Junior High Social Studies Teacher
- 88 ☐ Middle/Junior High Vocational Education Teacher
- 90 ☐ Secondary Language Arts Teacher
- 91 ☐ Secondary Math or Science Teacher
- 92 ☐ Secondary Social Studies Teacher
- 30 ☐ Secondary Vocational Education Teacher
- 82 ☐ Foreign Language Teacher
- 79 ☐ Music Teacher
- 83 ☐ Art Teacher
- 84 ☐ Health or P E. Teacher

- 01 ☐ Superintendent
- 45 ☐ Central Office Staff
- 65 ☐ University faculty
- 67 ☐ Retired Teacher
- 68 ☐ Retired Administrator
- 66 ☐ Louisiana Department of Education

If you have checked a box in this column, please indicate your subject area and grade level.

_____
_____
_____

Please supply the following information by filling in the appropriate response as shown ■

Ethnicity:

- 1 ☐ American Indian/Alaskan Native
- 2 ☐ Asian or Pacific Islander
- 3 ☐ Black (nonhispanic origin)
- 4 ☐ Hispanic
- 5 ☐ White (nonhispanic origin)

HOME ADDRESS _____

TODAY'S DATE MO ☐☐ DAY ☐☐ YEAR ☐☐☐☐

_____
City State Zip Code

HOME TELEPHONE NUMBER _____
Area Code Number

DEMOGRAPHIC DATA FOR NEW TEACHERS

(Rev. 6/21/94)

Please print the following personal and professional information by responding completely to each item

NAME OF LOCAL SCHOOL DISTRICT _____

NAME OF LOCAL SCHOOL _____

SOCIAL SECURITY # _____ TEACHING CERTIFICATE # _____

NAME _____
Last First Middle

Please supply the following information by filling in the appropriate response as shown ■

Educational Level:
- 08 ☐ BA/BS 09 ☐ MA/MS
- 10 ☐ MA/MS + 30
- 11 ☐ Ed S 12 ☐ Ph D /Ed D

FIRST DAY OF TEACHING IN LOUISIANA PUBLIC SCHOOLS
MO DAY YEAR
☐☐ ☐☐ ☐☐☐☐

YEARS OF TEACHING EXPERIENCE ☐☐

Current work area: (indicates the area in which you spend the most time teaching/working) You may fill in only one box

- 14 ☐ Counselor
- 15 ☐ Librarian
- 12 ☐ Speech Therapist
- Special Education Teacher
  - 20 ☐ Mild/Moderate
  - 21 ☐ Severe/Profound
  - 22 ☐ Non-Cat. Preschool
  - 23 ☐ Academically Gifted
  - 29 ☐ Sensory Impaired
  - 32 ☐ Assessment Teacher
  - 33 ☐ Resource Teacher
- 80 ☐ Lower Elementary Teacher (Including Pre-K and K)
- 81 ☐ Upper Elementary Teacher
- 85 ☐ Middle/Junior High Language Arts Teacher
- 86 ☐ Middle/Junior High Math or Science Teacher
- 87 ☐ Middle/Junior High Social Studies Teacher
- 88 ☐ Middle/Junior High Vocational Education Teacher
- 90 ☐ Secondary Language Arts Teacher
- 91 ☐ Secondary Math or Science Teacher
- 92 ☐ Secondary Social Studies Teacher
- 30 ☐ Secondary Vocational Education Teacher
- 82 ☐ Foreign Language Teacher
- 79 ☐ Music Teacher
- 83 ☐ Art Teacher
- 84 ☐ Health or P.E. Teacher
- 99 ☐ Other (Please Specify) _____

Please supply the following information by filling in the appropriate response as shown ■

Ethnicity:
- 1 ☐ American Indian/Alaskan Native
- 2 ☐ Asian or Pacific Islander
- 3 ☐ Black (nonhispanic origin)
- 4 ☐ Hispanic
- 5 ☐ White (nonhispanic origin)

Gender:
- F ☐ Female
- M ☐ Male

STATUS:
- 1 ☐ 1st year teaching in public school on "C" certificate only
- 2 ☐ 1st year teaching in public school on 665
- 3 ☐ 1st year teaching in public school from out of state
- 4 ☐ 1st year teaching in public school from nonpublic
- 5 ☐ 1st year teaching in public school on TTA only
- 6 ☐ 1st year teaching in public school on "C" certificate and TTA

HOME ADDRESS _____

TODAY'S DATE MO DAY YEAR
☐☐ ☐☐ ☐☐☐☐

_____
City State Zip Code

HOME TELEPHONE NUMBER _____
Area Code Number

25

29

ASSESSMENT TEAM ASSIGNMENT

1994-95 School Year
Fall Semester

Dear Principal:

This form was designed to assist you with assigning team members for each new teacher. Upon completion of team assignments, please forward this form to the LEA contact person for the Louisiana Teacher Assessment Program in your central office. This form needs to be completed and returned to the contact person by September 28, 1994.

LEA _____

School Name _____

Team Position			
	New Teacher	___ - ___ - _____ Social Security Number	_____ Name
07	Principal	___ - ___ - _____ Social Security Number	_____ Name
35	Experienced Teacher	___ - ___ - _____ Social Security Number	_____ Name
71	External Assessor	___ - ___ - _____ Social Security Number	_____ Name

_____ Principal's Name

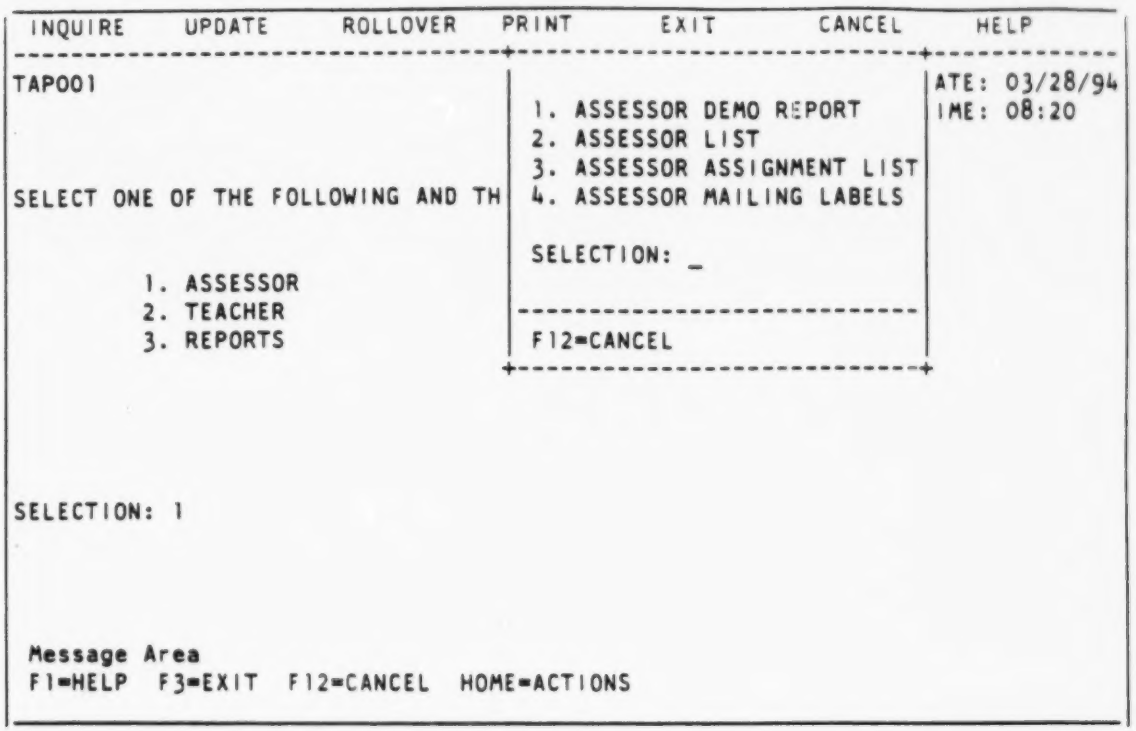
_____ Date

APPENDIX D

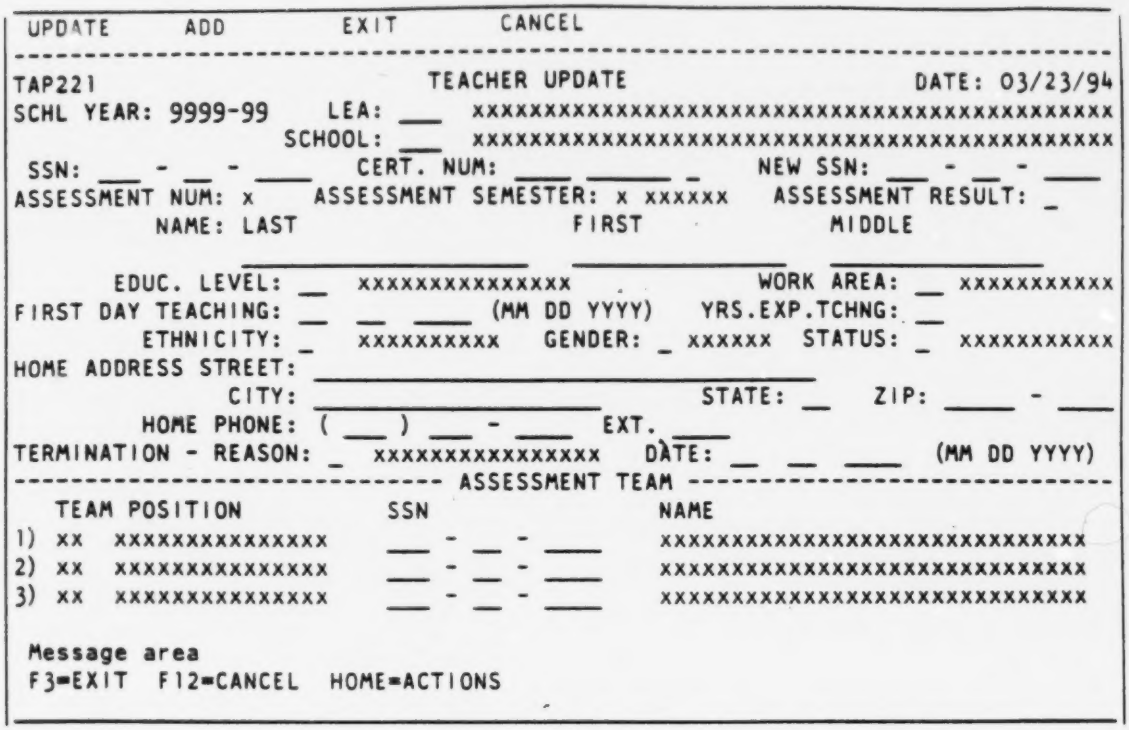
```
UPDATE      ADD         EXIT        CANCEL
-------------------------------------------------------------------------------
TAP211                          ASSESSOR UPDATE                  DATE: 03/23/94
                                                                 TIME: 08:20

SCHL YEAR: 9999-99
   REGION: _    LEA: ___  xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
           SCHOOL: ___  xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

 SSN: ___ - __ - ____   CERT. NUM: ____ _____ _    NEW SSN: ___ - __ - ____
          NAME: LAST                  FIRST              MIDDLE
                _____________________ _________________ _________________

   EDUC. LEVEL: __ xxxxxxxxxxxxxxx
EMPLOYING UNIV: ______ xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
     WORK AREA: __ xxxxxxxxxxxxxxx                  YRS.EXP.EDUC: __
     ETHNICITY: _  xxxxxxxxxx                          GENDER: _ xxxxxx
 TRAINING DATE: __ __ ____ (MM DD YYYY)        ASSESSOR TRAINER: _ (Y/N)
SPEC ED TRAINING DATE: __ __ ____ (MM DD YYYY)
HOME ADDRESS STREET: _____________________________________
              CITY: _____________________ STATE: __  ZIP: ____ - ____
        HOME PHONE: ( __ ) ___ - ____ EXT. ____

  TERMINATION - REASON: _ xxxxxxxxxx  DATE: __ __ ____ (MM DD YYYY)
 Message area
 F3=EXIT  F12=CANCEL  HOME=ACTIONS
```

The Assessor Update screen is used to add and update assessor demographic data.

Underscores indicate data entry fields. Code descriptions are indicated with "x".

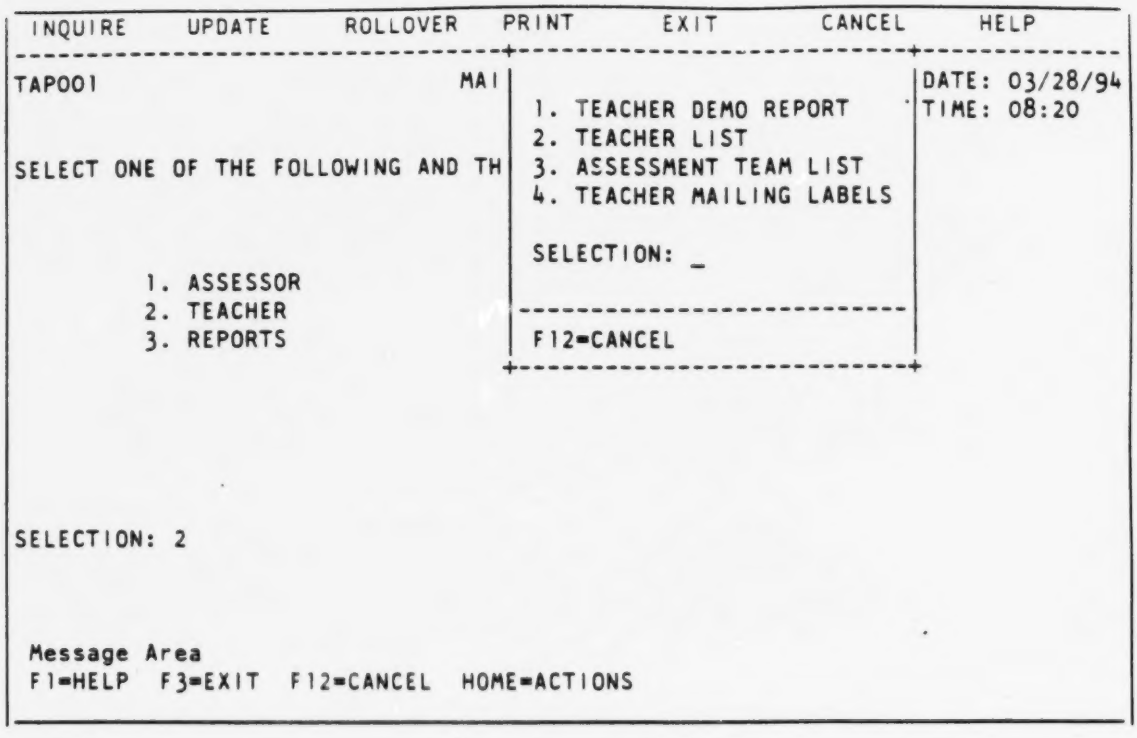


This pulldown allows the user to specify whether the Assessor Demographic Report, Assessor List, Assessor Assignment List, or Mailing Labels is being requested.


UPDATE ADD EXIT CANCEL
TAP221 TEACHER UPDATE DATE: 03/23/94
SCHL YEAR: 9999-99 LEA: ___ xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
SCHOOL: ___ xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
SSN: ___ - __ - ____ CERT. NUM: ____ _____ _ NEW SSN: ___ - __ - ____
ASSESSMENT NUM: x ASSESSMENT SEMESTER: x xxxxxx ASSESSMENT RESULT: _
NAME: LAST FIRST MIDDLE
EDUC. LEVEL: __ xxxxxxxxxxxxxxx WORK AREA: __ xxxxxxxxxxx
FIRST DAY TEACHING: __ __ ____ (MM DD YYYY) YRS.EXP.TCHNG: __
ETHNICITY: _ xxxxxxxxxx GENDER: _ xxxxxx STATUS: _ xxxxxxxxxxx
HOME ADDRESS STREET:
CITY: STATE: __ ZIP: _____ - ____
HOME PHONE: (___) ___ - ____ EXT. ____
TERMINATION - REASON: _ xxxxxxxxxxxxxxxx DATE: __ __ ____ (MM DD YYYY)
ASSESSMENT TEAM
TEAM POSITION SSN NAME
1) xx xxxxxxxxxxxxxxx ___ - __ - ____ xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
2) xx xxxxxxxxxxxxxxx ___ - __ - ____ xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
3) xx xxxxxxxxxxxxxxx ___ - __ - ____ xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Message area
F3=EXIT F12=CANCEL HOME=ACTIONS

The Teacher Update screen is used to add and update teacher demographic data.

Underscores indicate data entry fields. Code descriptions are indicated with "x".



This pulldown allows the user to specify whether the Teacher Demographic Report, Teacher List, Teacher Assessment Team List, or Mailing Labels is being requested.